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ABSTRACT

Investigated in this study were the influences of race, sex, and grade level on children's judgments of the acceptability of various intervention methods for dealing with two classroom problem behaviors: disturbing other students and destroying other students' property. In addition, the developmental applicability of the Children's Intervention Rating Profile (CIRP) was tested. A total of 225 fifth graders, 228 seventh graders, and 240 ninth graders participated. Intervention techniques rated included no recess, "time out," going to the principal's office, reward with tokens, public reprimand, public praise, private reprimand, private praise, self-monitored punishment, self-monitored reward, home-administered punishment, and home-adminstered reward. Results of a factorial analysis of variance indicated that intervention methods, student sex, grade placement, and severity of behavior problem significantly affected participants' ratings of intervention acceptability. Further analyses were undertaken to identify the intervention preferences of students at each grade level. In general, students reported liking home-based interventions but did not rate public reprimand as a desirable method for changing another student's behavior. Only ninth graders indicated a sensitivity to selecting intervention methods based upon the severity of the problem and the sex of the respondent. Educational ramifications and future research investigations are discussed. A reference list, six tables, and five figures are appended. (Author/RH)

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Assessment of Students' Acceptability of Teacher-Initiated Interventions for Classroom Misbehaviors

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Running Head: STUDENTS' ACCEPTABILITY RATINGS

Abstract

Fifth-, seventh-, and ninth-grade students (N=693) completed the Children's Intervention Rating Profile (CIRP) in response to 12 teacher-initiated intervention methods to correct classroom behavior problems. Results of a factorial analysis of variance indicated the four variables of intervention methods, student sex, grade placement, and severity of behavior problem significantly effected the acceptability ratings of interventions. Further analyses were undertaken to identify the intervention preferences of students at each grade level. In general, all students reported liking home-based interventions, but did not rate public reprimand as a desirable method for changing another student's behavior. Only ninth graders indicated a sensitivity to selecting intervention methods based upon the severity of the problem and the sex of the respondent. Educational ramifications and future research investigations are discussed.

Assessment of Students' Acceptability of Teacher-Initiated Interventions for Classroom Misbehaviors

Students' evaluative reactions to the methods teachers use to modify misbehaviors in a classroom would appear ultimately to influence the effectiveness of a given method (Witt & Elliott, 1984). We know, however, very little about what students think of the methods teachers use to modify a student's misbehavior. Thus, a central purpose of the present study was to investigate fifth-, seventh-, and ninth-grade students' acceptability of 12 teacher-initiated methods for modifying a student's misbehavior.

The concept of intervention acceptability was first discussed by Wolf (1978) in his work on the social validity of applied behavioral analysis. Kazdin (1978, 1980) further defined and experimentally operationalized acceptability. Specifically, he defined acceptability as "whether [a] treatment is appropriate for the problem, whether it is fair, reasonable, or intrusive, and whether it is consistent with conventional notions of what treatment should be" (Kazdin, 1980, pp. 329-330).

Review of Research

Students' involvement in the selection and evaluation of classroom interventions has been the exception rather than the rule. Several authors have provided ethical and legal rationales for investigating students' reactions to psychological interventions (Melton, 1981; Ross, 1980; Taylor, Adelman, & Kaser-Boyd, 1984). In addition, Wolf (1978) provided a pragmatic rationale when he stated, "If the participants don't

like the treatment, then they may avoid it, or run away, or complain loudly. And thus, society will be less likely to use our technology, no matter how potentially effective and efficient it might be" (p. 206).

To date, investigations of the acceptability of intervention methods have focused on teachers (Elliott, Witt, Galvin, & Peterson, 1984; Witt, Elliott, & Martens, 1984), while a few studies have dealt with the acceptability ratings of children (Elliott, Witt, & Galvin, 1984; Kazdin, 1981; Kazdin, French, & Sherick, 1981). These studies will be reviewed briefly.

Kazdin, French, and Sherick (1981) evaluated the acceptability ratings of child psychiatric inpatients, parents, and hospital staff members for four different child intervention methods (reinforcement, positive practice, time out, and medication). Their results indicated that children generally found intervention methods less acceptable than did their parents or the hospital staff. The relative acceptability ranking of the four intervention methods was identical for the children, their parents, and the hospital staff (reinforcement was evaluated as the most acceptable, followed by positive practice, medication, and time out), only the magnitude of acceptability differed between the groups. A secondary analysis revealed that children above the age of 10 regarded interventions as more acceptable than did children below the age of 10. No further investigations or explanation was made of this apparent developmental

difference.

Elliott, Witt, Galvin, and Moe (1984) conducted a four part experiment, which represents one of the first attempts to directly assess "normal" school children's perceptions of the acceptability of interventions. Elliott et al. (1984) had sixth-grade students rate the acceptability of 12 interventions (public praise, public reprimand, private praise, private reprimand, time out, going to the principal's office, staying in for recess, point reward system, class receives extra recess, class loses recess, individual receives extra recess, and individual loses recess) to correct one of two classroom behavior problems (i.e., male sixth-grade student disturbing others or destroying others property). The acceptability of each intervention was determined by students' responses to the Children's Intervention Rating Profile (CIRP) (Witt & Elliott, 1983). The results of the Elliott et al. (1984) study indicated that: (a) the severity of a classroom problem did not affect sixth graders' judgments of acceptability, (b) interventions were rated most acceptable if they emphasized private teacher-student interactions, or group reinforcement, or negative sanctions for the target individual, and (c) traditional methods of reducing classroom misbehavior, such as sending a child to the principal's office, overall were rated the most acceptable methods when compared to the more behavioral interventions (Elliott et al., 1984).

The Present Study

Two issues were raised as a result of the Elliott et al.

(1984) and the Kazdin et al. (1981) studies. First, are there any demographic variables that effect students' acceptability judgments? We presently know very little about what students think about the interventions that teachers, parents, or psychologists use to modify children's behavior. Of the variables that have been considered in the intervention acceptability research, no investigators have yet empirically established the affect of children's race, sex, or grade levels on their acceptability ratings of interventions. Second, the CIRP has been used as an empirical scale to discriminate between the acceptability ratings of sixth graders, but the CIRP has not been evaluated with a developmentally different sample. Thus, the present study investigated the influences of race, sex, and grade level on children's acceptability judgments of intervention methods for dealing with two classroom problem behaviors. In addition, this investigation also provides a test of the developmental applicability of the Children's Intervention Rating Profile (CIRP).

Method

Subjects

The entire regular education population (N = 693) of fifth-, seventh-, and ninth-grade students from two schools in a suburban parish near New Orleans volunteered to participate in this study. Specifically, this sample included: 225 fifth graders (36 blacks, 189 whites; 90 males, 135 females), 228 seventh graders

(102 blacks, 120 whites; 141 males, 87 females), and 240 ninth graders (81 blacks, 153 whites; 108 males, 132 females).

Materials

Each student received a four page experimental packet. On the cover sheet, the student checked his/her race (black, white, other) and sex, and was given two examples of how to use the Children's Intervention Rating Profile (CIRP) (Witt & Elliott, 1983).

Each of the remaining three pages of the packet had the same three parts: (a) a problem, which was a three to four sentence description of a same grade, male student who was either disturbing other students or destroying other student's property, (b) a method, which was a three to four sentence description of one of 12 different intervention techniques (no recess, time out, going to the principal's office, token reward, public reprimand, public praise, private reprimand, private praise, self- monitored punishment, self-monitored reward, home administered punishment, home administered reward), and (c) the CIRP. The CIRP (see Table 1) is a seven question, two factor, six-point Likert rating scale ranging from "I Agree" to "I Do Not Agree". The first factor (eigen value 3.19) is comprised of six items (#1,#3, #4, #5, #6, and #7) and the second factor (eigen value 1.13) consists of only item #2. Total CIRP scores (total range 7 to 42) were used in data analysis to determine the acceptability of the intervention methods.

Insert Table 1 about here

Procedure

Each student was given a copy of the experimental packet and the instructions and examples on the cover sheet were read aloud by the experimenter to groups of same grade students. Each student then completed the experimental packet at his/her own pace. This procedure required approximately 20 minutes of class time to complete.

Each student's response to the seven CIRP questions, was numerically scored (item range 1 to 6). The lower the numerical value of the student's response, the less acceptable the student judged the intervention method. Unanswered CIRP questions were given a score of "3" (slightly below a neutral point) to reduce their effect in "unintentionally" lowering the acceptability of the particular intervention.

Variables and Analysis

The dependent variable of interest was each student's total score on the CIRP. The independent variables were intervention method; problem severity; and students' race, grade, and sex. Because each student was required to complete the CIRP for four different intervention methods for the same behavior problem vignette, it is conceivable to interpret this as a repeated measure design. However, because a student rated a different

intervention each time, the data were analyzed initially in a five-way factorial ANOVA, with planned post-hoc pairwise comparisons using Duncan's multiple range test. Following initial analyses, additional four-way ANOVA's were done within each grade level, with planned post-hoc Duncan's multiple range tests for significant effects.

Results

The means and standard deviations of total CIRP scores for each grade, race, and sex across two problems are displayed in Table 2. The means for the 12 intervention methods are shown in Figure 1. Tables 3, 4, and 5 illustrate the mean acceptability ratings for fifth-, seventh-, and ninth-grade students, respectively, examining four salient dimensions (eg., consequences, location, monitor, setting) underlying each intervention method.

Insert Figure 1 and Tables 2, 3, 4, 5 about here

Total Sample

The results of the ANOVA of students' total CIRP score (see Table 6) indicated a significant main effect for method (F (11,681) = 8.24, $p < .001$). The ANOVA also indicated the following significant interaction effects: (a) Student's Grade X Sex (F (2,681) = 3.87, $p < .03$), (b) Student's Grade X Intervention Method (F (22, 681) = 1.67, $p < .03$), and (c) Student's Grade X Intervention Method X Problem Severity (F (22,

681) = 1.81, $p < .015$).

Insert Table 6 about here

The results of a Duncan's multiple range test (alpha = .05), to discern which intervention methods varied significantly from each other, indicated that public reprimands were judged to be significantly less acceptable than all other methods, except self-monitored punishment. Home administered methods were more acceptable than any other methods. Home administered reward was significantly more acceptable than public reprimand, self-monitored punishment, self-monitored reward, staying in for recess, token reward, and time out. Specifically, a home administered punishment was judged significantly more acceptable than public reprimand, self-monitored punishment, and self-monitored reward (see Figure 1).

Subsequent Duncan's analyses (alpha = .05) of the Grade X Intervention Method interaction indicated that: (a) seventh- and ninth-grade students judged staying in for recess as a significantly more acceptable intervention for a misbehaving child than did fifth-grade students, (b) fifth-grade students found token reward of incompatable behavior a significantly more acceptable method for treating misbehavior that did ninth-grade students, (c) fifth-grade students rated self-monitored reward as significantly more acceptable than did seventh-grade students,

(d) seventh-grade students rated home administered punishment as significantly more acceptable that did fifth-grade students, and (e) fifth-grade students rated private praise as significantly more acceptable than did ninth-grade students.

An additional Duncan's test was conducted of the Students' Grade X Sex interaction. The results of this analysis indicated that fifth-grade males found the collections of methods significantly more acceptable, in general, than did the ninth-grade males.

In order to further examine the acceptability judgments of students at each grade level, follow-up four-way ANOVA's were conducted. These analyses eliminated any between grade sources of variance.

Fifth Graders

The results of a four-way ANOVA of fifth-grade students' total CIRP scores indicated a significant main effect for Intervention Method ($F(11,224) = 3.96$, $p < .001$). The results of a subsequent Duncan's analysis (alpha = .05) of the significant main effect indicated that fifth graders rated self-monitored reward significantly more acceptable than public reprimand, staying in for recess, self-monitored punishment, and time out. The fifth-graders rated both public praise and private praise as significantly more acceptable than public reprimand or staying in at recess. Token reward and self-monitored reward both were

rated as significantly more acceptable than public reprimand (see Figure 2).

Insert Figure 2 about here

Seventh Graders

The results of a four-way ANOVA of seventh-graders total CIRP scores indicated a significant main effect for Method ($F(11,227) = 5.38$, $p < .001$). A Duncan's analysis (alpha = .05) of this significant main effect indicated that both home administered reward and punishment were significantly more acceptable than public reprimand, or self-monitored reward or punishment. Time out was rated as significantly more acceptable than both public reprimand and self-monitored reward. Private reprimand, going to the principal's office, public praise, private praise, and staying in for recess were all rated as being significantly more acceptable than public reprimand (see Figure 3).

Insert Figure 3 about here

Ninth Graders

The results of a four-way ANOVA of the total CIRP scores of ninth-grade students indicated significant main effects for Sex ($F(1,239) = 9.17$, $p < .003$) and Intervention Method ($F(11,239) = 2.18$, $p < .018$). The results of the ANOVA also indicated

significant interaction effects for Sex X Intervention Method ($F(11,681) = 2.15$, $p < .02$) and Problem Severity X Intervention Method ($F(11,681) = 3.31$, $p < .001$).

A Duncan's analysis (alpha = .05) of the ninth-grade main effect for Method indicated that the only private reprimand and going to the principal's office were rated as significantly more acceptable than public reprimand (see Figure 4). A Duncan's analysis (alpha = .05) of the significant Sex X Intervention Method interaction for ninth-graders indicated that females rated home punishment and private reprimand more acceptable than did males. In other cases, males' and females' ratings were quite similar.

Insert Figure 4 about here

A Duncan's analysis (alpha = .05) of the significant Problem Severity X Intervention Method interaction for ninth graders indicated that going to the principal's office and home administered punishment were judged as being significantly more acceptable methods if the problem student was disturbing others than if he was destroying the property of others. Time out, self-monitored reward, private reprimand, and public reprimand were all rated as being significantly more acceptable interventions if the problem student was destroying property than if he was disturbing others.

Discussion

The present study is, for the most part, a cross-sectional developmental investigation that replicates and extends the Elliott et al. (1984) study of the acceptability ratings of sixth-grade students. Some of the intervention methods used in the Elliott et al. (1984) study were changed to be more applicable to fifth-, seventh-, and ninth-grade students, but the general experimental procedures, the use of the Children's Intervention Rating Profile (CIRP), and the basic data analyses were the same. The results of this study reaffirm some of the previous findings of Elliott et al. (1984) and illustrate the importance of developmental variables in research concerning treatment acceptability. For example, in the present study and in the Elliott et al. (1984) study, the severity of the classroom problem did not effect fifth/sixth graders' judgments of acceptability. However, the severity of the problem did effect the ninth graders' judgments of acceptability.

The results of this study give mixed support for the Elliott et al. (1984) finding that more traditional intervention methods, such as being sent to the principal's office, are the most acceptable. In the present study, the critical acceptability dimension for fifth graders seems to be whether or not the intervention provides reward or punishment. However, ninth graders rated going to the principal's office as the most acceptable intervention.

When examining the results of this study across grade

levels, several general trends are evident. These trends appear to be based upon particular dimensions of the interventions being considered. When looking at the positive-negative dimension, we see some clear trends. First, across all three grades, public reprimand is rated as the least acceptable intervention method. This finding brings up an interesting aspect of all acceptability research that has not yet been adequately addressed. Several studies (Hall, Axelrod, Foundopulos, Shellmann, Campbell, & Cranston, 1971; O'Leary, Kaufman, Kass, & Drabman, 1970) have shown reprimands to be an effective intervention method. But how does acceptability interact with the effectiveness of the intervention method? At this point in the development of the use of acceptability ratings as a means for selecting intervention methods, it is hypothesized that interventions will be more effective and successful if the client judges the the method to be "acceptable" than if the client judges the method as "unacceptable." This is an empirical question that has not yet been fully answered.

A second trend that is evident is that fifth graders consistently preferred positively oriented intervention methods (i.e., public praise) over all forms of negatively oriented methods (i.e., public reprimand). This finding is particularly interesting in light of the Witt et al. (1984) finding that teachers rated positively oriented interventions as being more acceptable than negatively oriented interventions. However,

despite the consistent desires of the fifth-grade students in this study and the teachers in the Witt et al. (1984) study for praise or reward instead of punishment or reprimand, Brophy (1981) reported that a number of studies have shown teachers infrequently use praise in the classroom or use reprimands or punishment more frequently (Anderson, Evertson, & Brophy, 1979; Evertson, Brophy, & Good, 1973). The hypothesis that success or failure of an intervention method depends upon the acceptability of the intervention, in this case, is supported by previous research. Many studies have shown that the most effective classroom managers tend to criticize less frequently than ineffective classroom managers (Brophy & Evertson, 1976; Good & Grouws, 1977; McDonald & Elias, 1976).

Another trend found in the results of this study concerns who is responsible for administering the intervention. In seventh and ninth graders, self-monitored interventions consistently were rated as among the most unacceptable interventions. Speculatively, several factors may account for the unacceptability of the self-monitoring techniques. First, the self-monitoring technique described in this study required the student to record and report his good behavior or misbehavior to the teacher, who would then administer the student's reward or punishment. This requirement of self-disclosure may be aversive to students and reduce the acceptability of the self-monitoring techniques. Another possible explanation for the unacceptability of the self-monitoring techniques concerns the face validity of

the method. As the students' worked through their experimental packets, the only comments they made to the experimenter were about the self-monitoring scenarios. The students reported disbelief that the misbehaving student in the scenario would tell the teacher about his behavior. A final interpretation of the unacceptability of the self-monitoring intervention concerns the amount of time and effort this technique requires the student to commit as compared to the other interventions. Of the twelve intervention methods presented in this study, only the self-monitoring intervention methods require the student to monitor, record, and report his behavior and then accept the consequences. All of the other intervention methods only require the student to accept the consequences of his behavior. Witt et al. (1984) have previously found that teachers viewed interventions requiring small amounts of teacher time as being significantly more positive than interventions requiring large amounts of teacher time. Thus, it appears that for both students and teachers the amount of time required by an intervention technique affects the overall acceptability of the method.

Seventh and ninth graders also consistently rated home-monitored interventions as being among the most acceptable interventions. This finding can probably be interpreted in at least two different ways. First, home-based interventions were the most private intervention methods presented in this study. All of the other intervention methods presented in this

study involved the misbehaving student receiving some sort of reward or punishment within the school environment. Despite the public nature of the student misbehaviors described in this study, students apparently prefer to receive the consequences for their behaviors in a setting that is as private as possible. A second interpretation of this student preference for home-based interventions concerns how the students interpret receiving consequences for their school behaviors within the home environment. On one hand, students may rate home-based interventions as the most acceptable because their parents are ineffective or weak in their disciplinary methods or the students may have habituated to their parents' method. Therefore, the home-based consequences for misbehaviors may be preferred because they do not significantly effect the student. On the other hand, students may rate home-based interventions as the most acceptable because they feel their parents are in control of a wide range of reinforcers (e.g., money, food, and privileges) not availible to their teachers. Therefore, students may prefer to recieve reward for their good school behaviors at home because their parents can provide more highly valued reinforcers than their teachers.

Some final trends found in the results of this study are that ninth graders showed significant sex differences in choosing intervention techniques and seem to "weigh" the severity of the problem when choosing a preference for an intervention technique. Ninth graders did not simply focus on the acceptability of the intervention method for any problem severity, as it seems fifth-,

and seventh-grade students did. Ninth-graders appeared to have differential feelings of each method's acceptability, depending upon the severity of the classroom problem.

Underlying these final trends and the results of the study is an issue that deals with the developmental sensitivity of the Children's Intervention Rating Profile (CIRP) and the levels of cognitive development of the respondents. In this study, the results of fifth and seventh graders show little significance in main or interaction effects. The results of ninth graders, however, show many significant main and interaction effects. Ninth-grade students appear to be much more cognitively sensitive to the dimensions of the independent variables than fifth- or seventh-grade students.

Although the exact ages of the students participating in this study were not recorded, generally speaking, the ages of fifth to ninth graders ranges from 9 to 15 years. From a Piagetian view, this period of development includes concrete operational thought to formal operational thought (Inhelder & Piaget, 1958). Considering the ages and grades of the students only (because no formal measure of cognitive development was made), most of the fifth graders were probably in the concrete operational period, while many of the ninth graders were probably in the formal operational period. The seventh-graders were likely to be in a transitional period between the concrete and formal period. Students in the stage of concrete operational

thought typically have difficulty considering several logical operations at once. Students in the stage of formal operational thought, however, are more able to systematically manipulate several logical operations at once (Berger, 1983). In the present study, the task required students to rate and compare the effects of three different intervention methods, while remembering a problem situation and answering seven questions with seriated responses. For fifth-grade students, cognitively in the stage of concrete operational thought, this task was difficult. These students were probably able to manipulate a few of the variables at once and this may account for the reason that some significant effects were found for fifth and seventh graders in this and previous (Elliott et al., 1984; Witt & Elliott, 1983) studies. However, the cognitive operations required in this study were well within the capabilities of the ninth-grade students in the stage of formal operational thought. The average ninth grader seemed capable of mentally manipulating all of the necessary variables to make a judgment of the acceptability of the intervention methods for each of the levels of the independent variables they were presented. Future developmental acceptability research should include some measure of cognitive development to better assess the impact of cognitive maturity on acceptability judgments.

An issue related to the cognitive development of the respondents in this study, concerns the sensitivity of the CIRP across grade levels. In essence, the CIRP is a pencil and paper

task that was conceptually developed from an adult measure of acceptability, the Intervention Rating Profile (IRP) (Witt & Martens, 1983), in content and form. From a cognitive developmental or educational perspective, the readability, content and/or pencil and paper form of the CIRP may not be as appropriate for fifth and seventh graders as it is for ninth graders.

In the six to seven year history of acceptability research, with one notable exception (Kazdin, 1980), the pencil and paper format for acceptability studies has been the rule. This format is an efficient one to use in literate populations and has been used successfully with adults and children. However, the uses of pencil and paper tasks remains an issue with any population where reading abilities are not formally assessed.

Despite some of the conceptual criticisms we have made, results of this study have shown that the CIRP is an adequate scale for measuring treatment acceptability across moderately different groups of individuals. Based upon its usefulness in this and the Elliott et al. (1984) study, the practitioners and investigators interested in assessing the acceptability of interventions, should consider using a measure like the CIRP. During the pre-intervention planning stage, practitioners could have student clients rate a number of possible intervention alternatives for their acceptability. Final selection of a particular intervention method, could be based upon the client's

acceptability ratings, the empirically demonstrated effectiveness of the method, and the practitioner's understanding of the client's ecosystem. In "ideal" situations, methods rated by the client as the most acceptable, will be methods empirically shown to be the most effective, and judged by the practitioner to be appropriate for the client's environment.

Previous research on the acceptability of classroom interventions has failed to examine a number of potentially significant developmental or demographic variables. Because this study has found that acceptability ratings vary, depending upon the students' grade, sex, and with the severity of the classroom problem, caution is advised when making generalized statements about the acceptability of various intervention methods. Also caution should be used when interpreting the results of previous research in acceptability, unless factors such as grade level, sex, and the severity of the problem are taken into account.

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Table 1

Children's Intervention Rating Profile (CIRP)

	I Agree				I Do Not Agree
1. The method used to deal with the behavior problem was fair.....					
2. This child's teacher was too harsh on him.....					
3. The method used to deal with the behavior may cause problems with this child's friends.....					
4. There are better ways to handle this child's problem than the one described here.....					
5. The method used by this teacher would be a good one to use with other children.....					
6. I like the method used for this child's behavior problem.....					
7. I think that the method used for this problem would help this child do better in school.....					

Table 2

Means and Standard Deviations of Students' Total CIRP Scores for Interventions Designed to Change Two Classroom Behavior Problems

	Disturbing Others		Destroying Property	
	Mean	SD	Mean	SD
Fifth Graders				
Males				
Black	23.75	3.10	25.50	3.54
White	29.51	8.27	25.97	9.63
Females				
Black	25.89	7.16	27.17	7.04
White	25.89	8.20	24.96	9.33
Seventh Graders				
Males				
Black	27.96	7.45	24.77	8.14
White	25.20	7.88	27.03	9.61
Females				
Black	31.05	8.31	27.67	8.84
White	28.69	8.28	24.76	11.48
Ninth Graders				
Males				
Black	24.71	5.33	27.00	7.38
White	23.75	7.85	24.09	8.34
Females				
Black	26.83	9.94	28.83	7.70
White	27.11	8.37	27.14	8.33
Total Sample				
Males				
Black	26.49	6.65	25.28	7.79
White	26.21	8.31	25.66	9.21
Females				
Black	27.97	8.83	28.15	7.84
White	26.73	8.25	25.67	9.54

Note. The CIRP is a 7 item scale with a total possible score ranging from 7 to 42. A score $\geq$ 24.5 represents a rating of "acceptable."

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Table 3

Fifth Grade Mean Acceptability Ratings of Interventions Varying on Four Salient Dimensions

	Consequences		Location			Monitor		Setting	
	Reward	Punish	In Class	Out of Class	Home	Self	Other	Public	Private
Public Reprimand		19.31	19.31				19.31	19.31	
Stay in for Recess		21.22	21.22				21.22		21.22
Self-monitor Punishment		23.35	23.35			23.35			23.35
Time Out		24.84		24.84			24.84		24.84
Home-Based Punishment		25.67			25.67		25.67		25.67
Principal's Office		25.84		25.84			25.84		25.84
Private Reprimand		26.05	26.05				26.05		26.05
Self-monitor Reward	28.10		28.10			28.10		28.10	
Token Reward	28.47		28.47				28.47	28.47	
Public Praise	30.00		30.00				30.00	30.00	
Private Praise	30.33		30.33				30.33		30.33
Home-based Reward	32.38				32.38		32.38		32.38

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Table 4

Seventh Grade Mean Acceptability Ratings of Interventions Varying on Four Salient Dimensions

	Consequences		Location			Monitor		Setting	
	Reward	Punish	In Class	Out of Class	Home	Self	Other	Public	Private
Public Reprimand		18.73	18.73				18.73	18.73	
Self-Monitor Reward	21.10		21.10			21.10			21.10
Self-Monitor Punishment		22.00	22.00			22.00			22.00
Token Reward	25.52		25.52				25.52	25.52	25.52
No Recess		26.42	26.42				26.42	26.42	26.42
Private Praise	26.68		26.68				26.68		26.68
Public Praise	27.50		27.50				27.50	27.50	
Principal's Office		28.26		28.26			28.26		28.26
Private Reprimand		28.60	28.60				28.26		28.60
Time Out		29.58		29.58			29.58		29.58
Home-Based Punishment		32.58			32.58		32.58		32.58
Home-Based Reward	33.21				33.21		33.21		33.21

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Table 5

Ninth Grade Mean Acceptability Ratings of Interventions Varying on Four Salient Dimensions

	Consequences		Location			Monitor		Setting	
	Reward	Punish	In Class	Out of Class	Home	Self	Other	Public	Private
Public Reprimand		22.00	22.00				22.00	22.00	
Token Reward	23.10		23.10				23.10	23.10	23.10
Self-Monitor Punishment		23.85	23.85			23.85			23.85
Self-Monitor Reward	23.85		23.85			23.85			23.85
Private Praise	24.37		24.37				24.37	24.37	
Public Praise	25.89		25.89				25.89	25.89	
Time Out		26.25		26.25			26.25	26.25	26.25
No Recess		27.85	27.85	27.85			27.85		27.85
Home-Based Reward	28.95				28.95		28.95		28.95
Home-Based Reprimand		29.42			29.42		29.42		29.42
Private Reprimand		29.67	29.67				29.67		29.67
Principal's Office		29.80		29.80			29.80		29.80

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Table 6

Results of the ANOVA for fifth-, seventh-, and ninth-grade students

Source of Variation	Sum of Squares	Df	Mean Squares	F	P
Race	165.51	1	165.51	2.67	.10
Sex	114.36	1	114.36	1.84	.17
Grade	48.57	2	24.28	.39	.67
Problem	87.46	1	87.46	1.41	.24
Method	5620.86	11	510.99	8.24	.00
Race X Sex	125.42	1	125.42	2.02	.16
Race X Grade	140.05	2	70.02	1.13	.32
Race X Problem	.46	1	.46	.01	.93
Race X Method	878.53	11	79.87	1.28	.23
Sex X Grade	480.01	2	240.00	3.87	.02
Sex X Problem	16.97	1	16.97	.27	.60
Sex X Method	1165.60	11	105.96	1.71	.07
Grade X Problem	292.94	2	146.47	2.36	.09
Grade X Method	2282.76	22	103.76	1.67	.03
Problem X Method	894.77	11	81.34	1.31	.21
Race X Sex X Grade	170.08	2	85.04	1.37	.25
Race X Sex X Problem	20.82	1	20.82	.34	.56
Race X Sex X Method	843.49	11	76.68	1.23	.26
Race X Grade X Problem	84.34	2	42.17	.68	.51
Race X Grade X Method	1336.31	22	60.74	.98	.49
Race X Problem X Method	675.88	11	61.44	.99	.45
Sex X Grade X Problem	182.53	2	91.26	1.47	.23
Sex X Grade X Method	1256.93	22	57.13	.92	.57
Sex X Problem X Method	386.95	11	35.18	.57	.86
Grade X Problem X Method	2475.58	22	112.53	1.81	.01
Race X Sex X Grade X Problem	20.32	2	10.16	.16	.84
Race X Sex X Grade X Method	868.07	12	72.34	1.17	.30
Race X Sex X Problem X Method	486.42	10	48.64	.78	.64
Race X Grade X Problem X Method	442.85	10	44.28	.71	.71
Sex X Grade X Problem X Method	701.44	16	43.84	.71	.79

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Figure Captions

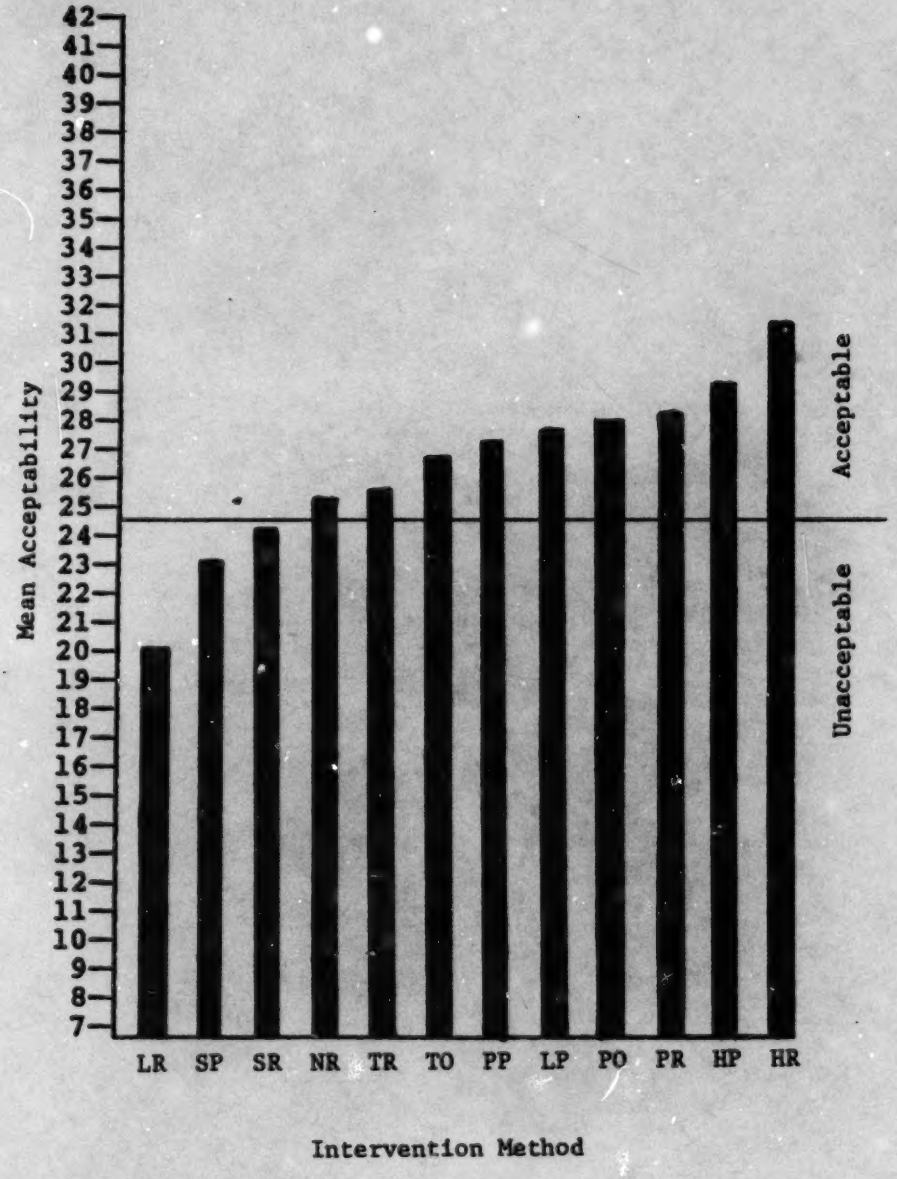
Figure 1 Mean acceptability ratings of the total sample for the twelve intervention methods: home reward (HR), home punishment (HP), time out (TO), public praise (LP), public reprimand (LR), no recess (NR), token reinforcement (TR), principal's office (PO), self-monitored reward (SR), self-monitored punishment (SP), private praise (PP), and private reprimand (PR).

Figure 2 Fifth graders' mean acceptability ratings for the twelve intervention methods: home reward (HR), home punishment (HP), time out (TO), public praise (LP), public reprimand (LR), no recess (NR), token reinforcement (TR), principal's office (PO), self-monitored reward (SR), self-monitored punishment (SP), private praise (PP), and private reprimand (PR).

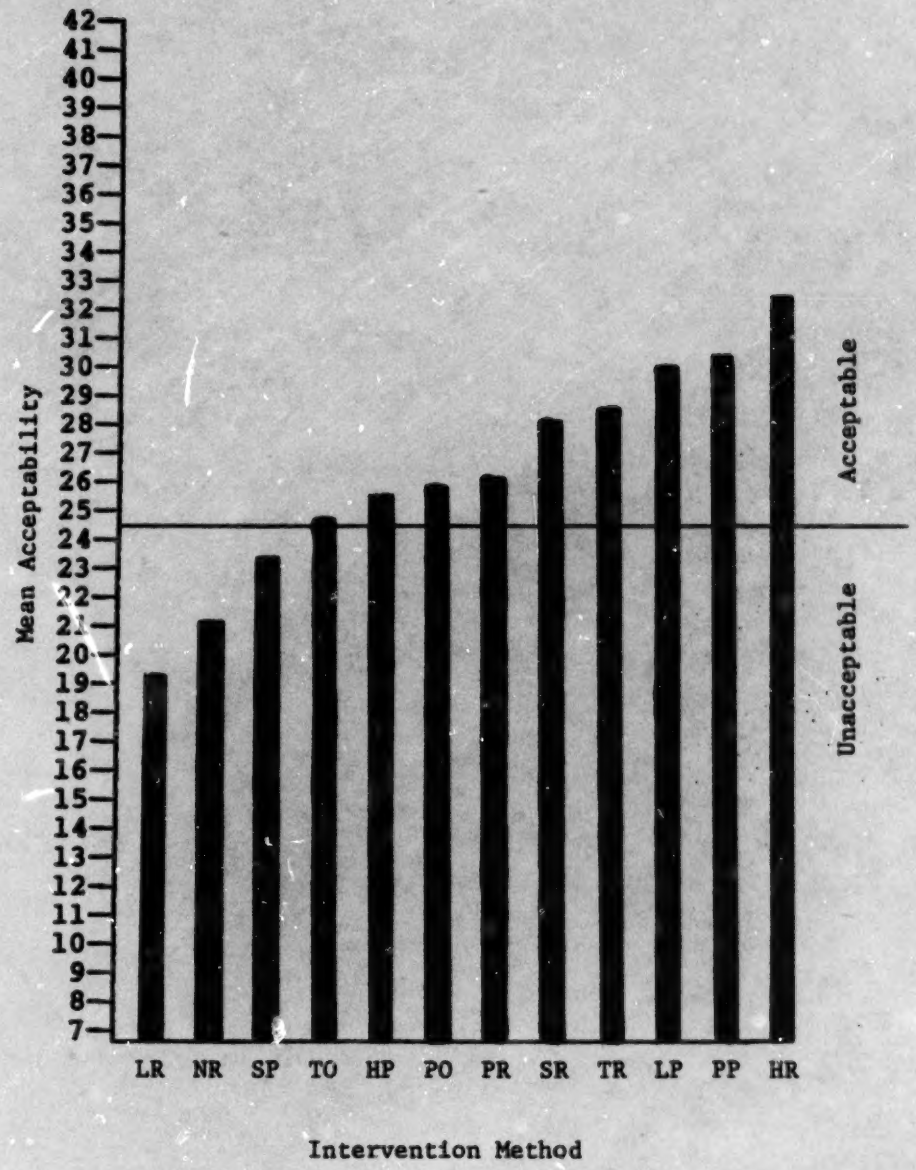
Figure 3 Seventh graders' mean acceptability ratings for the twelve intervention methods: home reward (HR), home punishment (HP), time out (TO), public praise (LP), public reprimand (LR), no recess (NR), token reinforcement (TR), principal's office (PO), self-monitored reward (SR), self-monitored punishment (SP), private praise (PP), and private reprimand (PR).

Figure 4 Ninth graders' mean acceptability ratings for the twelve intervention methods: home reward (HR), home punishment (HP), time out (TO), public praise (LP), public reprimand (LR), no recess (NR), token reinforcement (TR), principal's office (PO), self-monitored reward (SR), self-monitored punishment (SP), private praise (PP), and private reprimand (PR).

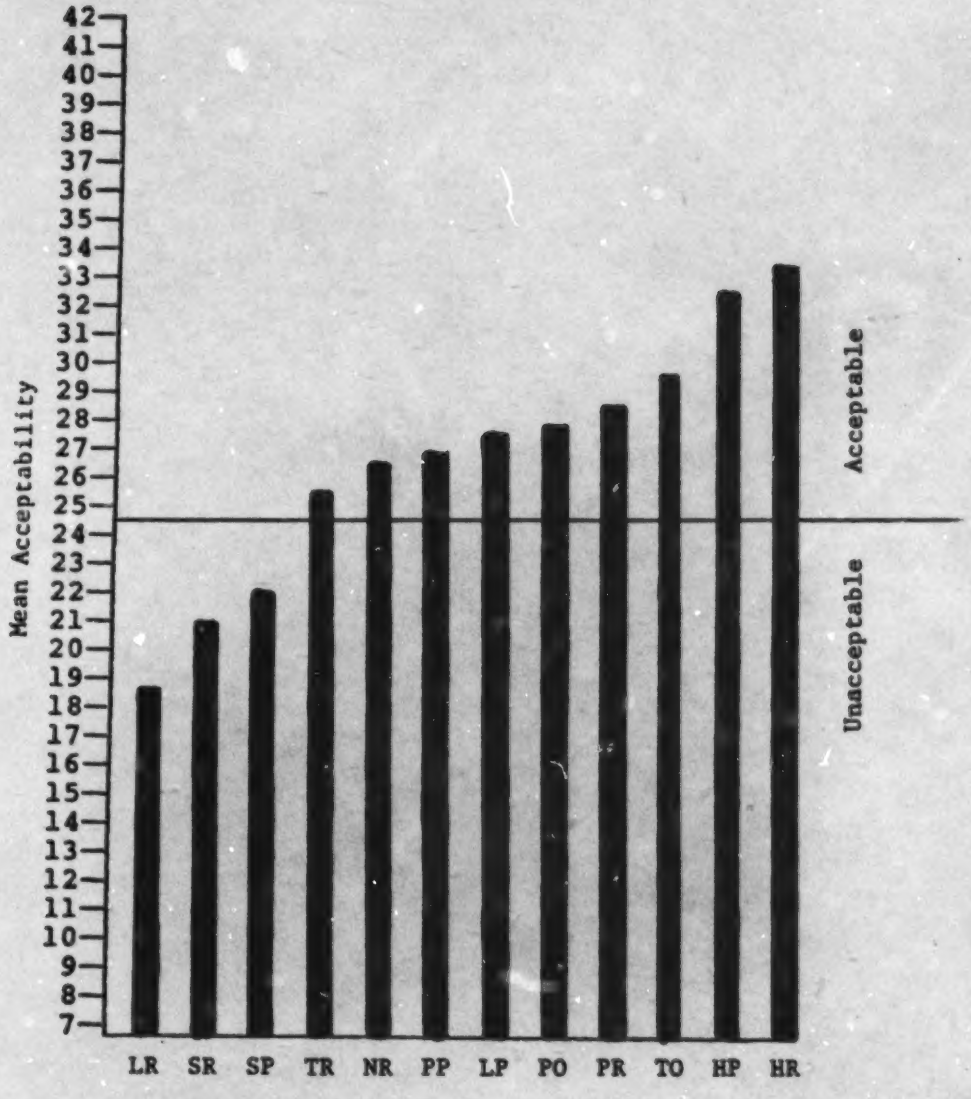
FIFTH, SEVENTH, & NINTH GRADERS

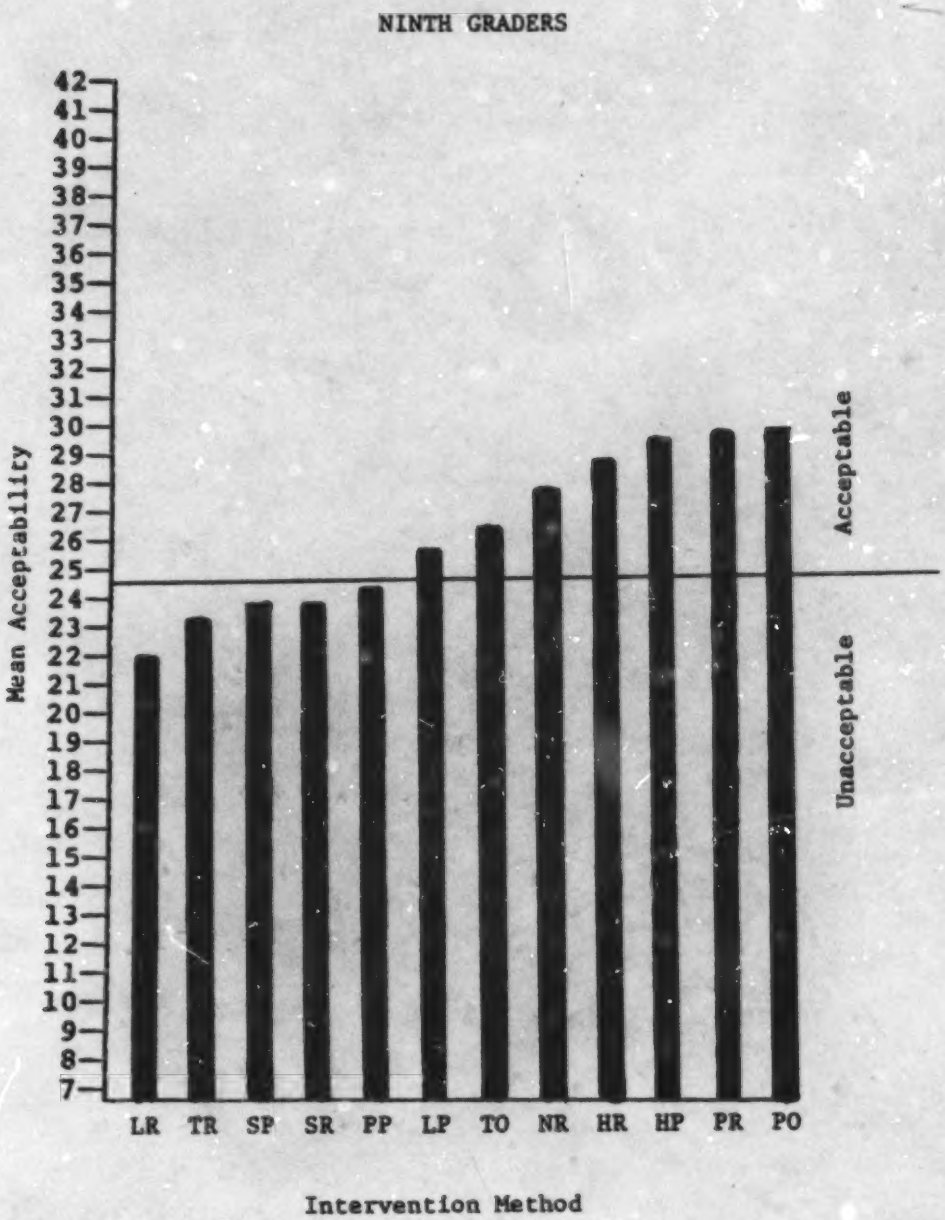


FIFTH GRADERS



SEVENTH GRADERS




NINTH GRADERS
Mean Acceptability
42
41
40
39
38
37
36
35
34
33
32
31
30
29
28
27
26
25
24
23
22
21
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19
18
17
16
15
14
13
12
11
10
9
8
7
Acceptable
Unacceptable
LR
TR
SP
SR
PP
LP
TO
NR
HR
HP
PR
PO
Intervention Method